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INFORMAL PRE-READING DIAGNOSTIC TESTS

Submitted by

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INTRODUCTION

Research has shown that children develop socially, physically, mentally and emotionally at different rates and has isolated many factors which are important in the reading process. However, children are admitted to school on the basis of chronological age. And, once in school the children are introduced soon to a formal reading program. Failure in learning to read is a common cause of retardation in the first grade.

The writer has taught first grade, and has observed the difficulties some children have in learning to read. She was interested in developing an instrument which would measure the various skills which seem to be important, if a child is to learn to read without confusion. The purpose of this paper therefore, is to build a simple, diagnostic measure of the skills necessary when a child is "ready to read", so that the writer may plan a readiness program suited to the needs of her first grade group.

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The writer has taught first grade, and has observed the difficulties some children have in learning to read. She was interested in developing an instrument which would measure the various skills which seem to be important, if a child is to learn to read without difficulties. The purpose of this paper therefore, is to build a diagnostic measure of the skills necessary when a child is ready to read, so that the writer may plan a readiness program suited to the needs of her first grade group.

Chapter I

Summary of Previous Research

Webster defines diagnosis as "scientific determination; critical scrutiny". In this study there has been an attempt to organize a means by which one may scrutinize critically, with an eye to corrective treatment, where beginning readers stand in relation to those skills, abilities and attitudes considered necessary if they are to learn to read successfully and serenely.

The study follows along this conclusion of Betts[1/] that "one of the first steps in teaching is a systematic study of the learner for the purpose of determining specific needs" ..for.. "To appraise needs after a serious problem has arisen is something like attempting to salvage an automobile after the garage has burned. A part of the 'ounce of prevention' is the appraisal of a pupil's needs when he is admitted to the group".

Such appraisal seems particularly advisable in the pre-reading program of beginning first grade since failure there is

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[1] Betts, E. A. "Social and Instructional Foundations for Reading" Education Individualized and Evaluation Vol. 20: pp. 129 - 134, March, 1941.

extremely high. Percival[2/] points out that "Grade One is the greatest failing grade" and has further shown reading to be responsible for 99.15% of the failures there. In her study on kindergarten promotions Bulger[3/] concluded that "Success in reading depends upon readiness for the reading process".

Reading readiness then, would seem to be the general subject for examination in this paper. According to Wilson and Flemming,[4/] reading readiness "is in reality reading progress: in particular, progress in the initial stages of learning to read. Just as in all progress in reading, so in its beginning there are seen the two aspects: skill, or mechanics, and interest". And, since Gates and Bond[5/] have found that "readiness for reading is something to develop rather than something to wait for" there should be value in a diagnosis

2/ Percival, W. P. — A Study of the Causes and Subjects of School Failure. Berkeley, California, University of California Printing Office, 1927.

3/ Bulger, R. A. — "Study of Sixty Children in relation to Reading Readiness". Unpublished Service Paper, Ed. M., 1944. Boston University.

4/ Wilson, F.; Flemming, C.; Burke, A.; Garrison, C. G. — "Reading Progress in Kindergarten and Primary Grades" Elementary School Journal Vol. 38: pp. 442. 1938.

5/ Gates, A.; Bond, G. — "Reading Readiness - A Study of Factors Determining Success and Failure", Teachers College Record: Vol. 37: pp. 679, May 1936

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[1] Pertolvol, T. F. A Study of the Causes and Elimination of Fourth Failures. Berkeley, California, University of California Printing Office, 1937.

[2] Bulger, R. A. "Study of Sixty Children in Relation to Reading Readiness". Unpublished Service Paper, M. A., 1941. Boston University.

[3] Gilson, I.
Gilmartin, C.
Burke, A.
Carrison, C. G. "Reading Progress in Kindergarten and Primary Grades" Elementary School Journal Vol. 39: pp. 447. 1939.

[4] Gates, A.
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to discover what skills need to be developed if a firm foundation for reading is to be built.

Now, it becomes necessary to ascertain the specific skills and attitudes embodied in the term "reading readiness". This must be done if tools are to be made whereby one may scrutinize critically how a given individual stands in relation to those mechanics and interests involved in readiness for reading to the end that his needs may be satisfied through purposeful and systematized teaching.

Research shows that Visual and Auditory discriminatory abilities are among the important factors involved in reading.

"One set of factors", in the Wilson[6/] et altera study, "seemed to stand out as of pre-eminent effectiveness in contributing to reading progress, namely, mastery of letter symbols, both form and sound". And it continues, "The kindergarten and first grade children who knew the most letter forms and sounds tended to be among the first to learn to read and to be the best readers. Conversely, the children who were ignorant of, or much confused about, letter forms and sounds tended to be very definitely the poor readers".

6/ Wilson, F.
Flemming, C.
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op. cit. pages 443 and 445

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Now, it becomes necessary to ascertain the specific skills and attitudes embodied in the term "reading readiness". This must be done if tests are to be made whereby one may determine intellectually how a given individual stands in relation to those mechanics and interests involved in preparing for reading to the end that his needs may be satisfied through purposeful and systematized teaching.

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[5] Gilpin, M.
Flatchly, C.
Porter, A.
Garrison, C. M.

op. cit. pages 443 and 445

Murphy,[7] in her experimental work with specific training in visual and auditory discrimination found that "at every measuring period after the auditory and visual discrimination exercises had been given, the experimental groups showed statistically significant superiority in reading achievement to the control group". She further stated "Many children have difficulty in reading because they lack the ability to see and hear likenesses and differences in words".

Fendrick[8] reasons that "if reading is a process of acquiring meaning from symbols, then one aspect of the process should include the capacity for quickly and accurately discriminating particular symbols". On this same important factor in readiness for reading Betts[9] has this interesting point to make - "The child must be able to see clearly at all working differences. He must be able to see clearly visual symbols on the black board, on bulletin boards, charts and on the printed page".

7/ Murphy, H. A. "An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination on Beginning Reading" Unpublished Thesis, Ed. D. Boston University, 1943.

8/ Fendrick, P. "Visual Characteristics of Poor Readers" Pg. 4 Contrib. to Education: Columbia U. No. 656, 1935.

9/ Betts, E. A. "Factors in Readiness for Reading" Education Administration and Supervision: Vol. 29, pp. 199. April, 1943.

[7] Murphy, p. 4.

"An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination on Beginning Reading"
Dissertation Abstr., No. 11, Boston University, 1943.

[8] Durkin, E.

"Visual Characteristics of Poor Readers"
<u>The Elementary School Journal</u>
Columbia U. No. 6pp, 1956.

[9] Torres, R. A.

"Problems in Readiness for Reading"
<u>Elementary School Journal and Kindergarten</u>
Vol. 50, No. 197. April, 1942.

Gates[10/] has noted particular value in tests of these abilities - (a) picture interpretation

(b) word matching — Visual

(c) word-card recognition

(d) rhyming

(e) blending — Auditory

He also found the test of ability to read letters of the alphabet as one of the best indicators of ability to learn to read in the Horace Mann School. He states that all these abilities may be readily improved by instruction. And concludes that a teacher should adjust her work to a pupil's special abilities since "the pupil's status on these tests suggests at once the most valuable forms of instruction to include both in the "reading-readiness" and the full fledged reading program".

Monroe[11/] observes that speech and language are involved in learning to read. "The child must be able to understand and use the speech symbols which are to be associated with the printed symbols".

10/ Gates, A. "An Experimental Evaluation of Reading Readiness Tests". Elementary School Journal: Vol. 39, pp. 497 - 507, March 1939.

11/ Monroe, M. Children Who Cannot Read University of Chicago Press. 1932

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[illegible] C. von, A. "An Experimental Evaluation of Reading Readiness Tests". Elementary School Journal Vol. 39, pp. 427 - 437, March 1939.

[illegible] Horace. H. Children Can Read Read University of Chicago Press. 1939

Here, oral acuity relates itself to auditory discrimination. For, while speech defects "(Bond)[12] significantly impede ability in oral reading, the most fundamental phase of reading in the primary grade," we find that "incorrect auditory associations" according to Betts[13] "may contribute to unanalyzed difficulties in initial reading situations. Accurate auditory discrimination contributes to good speech habits and to an awareness of speech sounds so essential to phonetic insight".

Just as there is variation among the children in physical growth and in the color of their hair and eyes, just so has the Gates, Bond and Russell[14] study shown "children acquire reading readiness in varying degrees". And, Murphy[15] observes that children learn words at different rates. She has used the term "Learning Rate" to mean "the number of words the child can remember as sight words one hour after the teaching period". As the result of her 'Learning Rate'

12/ Bond, G. "The Auditory and Speech Defects of Poor Readers" Contributions to Education Teachers College, Columbia University Bureau of Publications: No. 657, 1935

13/ Betts, E. A. Op. cit. page 218

14/ Gates, A. I. Bond, G. L. Russell, D. H. "Methods of Determining Reading Readiness" Elementary School Journal: Vol. 40, pp. 165 - 167. November 1939.

15/ Murphy, H. A. Op. cit.

tests it has been found that children will probably fall into one of these four groups -

first - those whose retention is 8 to 10 words
second - those whose retention is 6 to 7 words
third - those whose retention is 4 to 5 words, and
fourth - those whose retention is 0 to 3 words.

This seems a most important factor to include in a pre-reading diagnosis, since it will give indication of the rate with which a beginning reader will learn words. It is a type of insurance that will help eliminate formation of poor habits of work by determining an individial's capacity for learning new ideas and then holding him up to his capabilities.

"While there are no dramatic data", says Betts,[16/] "to point to personality factors as determinants to reading achievement, it does appear that social adjustment is positively related with reading activities". Lee and Lee[17/] agree that "Reading and personality are interrelated factors". It would seem then, that the teacher should make definite plans and devise means for knowing about the emotional

16/ Betts, E. A. Op. cit. Footnote 9.

17/ Lee, J. M.
Lee, D. M.
The Child and His Curriculum - Pg. 341
D. Appleton-Century Co. N.Y. 1940

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Second - those above retardation in 4 to 7 years

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This seems a most important factor to include in a pre-reading diagnosis, since it will give indications of the type of training a beginner will learn worse. It is a type of training that will help allow to formation of good habits of work by determining an individual's capacity for learning new ideas and then holding him up to his capabilities.

"Skills above are no dynamic data", says Betts. [12] Pointed to personality factors as determinants to reading achievement, it has been argued that social adjustment is positively related with reading activities". Lee and Lee [13] agree that "Learning and personality are interrelated factors". It would seem then, that the teacher would need definite plans and devise means for knowing about the emotional

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[13] Lee, J. M. The Child and His Curriculum - Pp. 314
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and social liabilities of her pupils, since emotional instability and social maladjustment are assumed to be among causes of reading deficiency. Such insight concerning children's social and emotional readiness for reading may well be done through observation during a diagnostic testing program. Betts[18/] lists "speech defect ...shy, retiring ... obstreperous, no respect for authority...flighty...selfish..." as points to be checked on inventory lists. And he goes on to say "Emotional stability and adequate social adjustment do not insure success with reading activities. On the other hand, emotional instability and inability to follow directions or to work with others may seriously interfere with success in reading activities. The child who cannot concentrate, who is defiant and hostile, or who is fearful and withdrawing is likely to have difficulty in adjusting to reading situations". He further points out that children who are unable to follow directions and whose retention powers are low should be checked for possible mental immaturity. M. Lucille Harrison[19/] lists these

18 / Betts, E. A. "Social and Emotional Readiness for Reading" Education Administration and Supervision: Vol. 30: pp 70, February, 1944.

19 / Harrison, M. L. Reading Readiness pp 126 - 128 Houghton Mifflin, N. Y. 1939

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[19] Harrison, M. L. Reading Readiness in 1936 - 1939 Houghton Mifflin, N. Y. 1939

possible evidences of deficiencies in

a. emotional stability — Infantile traits
Faulty habit-training
Regressive traits as: shyness
embarrassment
fears
anxieties
worry
Extreme attacking reactions as:
verbal tantrums
temper tantrums
physical attacks
Tenseness, strain, nervousness
Speech and motor disturbances.

b. social adjustment — Negativism
(fine attitudes) Inability to co-operate with others
Attention getting mechanisms
Boasting
Lack of consideration for rights of others
Poor sportsmanship

c. responsiveness — Unwillingness to talk before others
Emotional disturbances when attempting to talk before others
Tendency to refuse to respond in language tests of intelligence and readiness.

"A child with poor work habits may be easily distracted from reading" (Betts).[20/] Motor control would seem to be involved in habits of work since readiness activities usually require oculomotor control for making rapid and accurate fixations, fairly accurate eye-hand control for pencil and paper activities, and some general motor control for handling books. Tests in motor control and coordination

20/ Betts, E. A. Op. cit. pages 213 - 223 (footnote 9)

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a. emotional stability --- Infantile traits
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Tenseness, stress, nervousness
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[1] Betts, E. A. Op. cit. pages 213 - 223 (footnote 9)

may indicate persistance, steadiness, ability to follow directions, audio-visual-motor and visual-motor skills. "Lack of motor control is an important factor in reading disability," says Monroe.[21]

Gates[22] indicates that a child may encounter any of 1811 different words in first grade reading. Children, whose experiential background, either real or vicarious, is meager in meaning vocabulary will be at a disadvantage and open to confusions unless this need is recognized and provided for. If comprehension is low due to inadequate vocabulary, then it is obvious that here is fertile ground for that lack of interest in reading and poor attitude toward books which contribute to reading disability.[23]

Hilliard and Troxell,[24] through experimental study of the subject, have established informational background as a factor in reading readiness since "Children with rich backgrounds are more strongly equipped to attack the printed page than are pupils of meager

21/ Monroe, M. Op. cit. page 99.

22/ Gates, A. I. A Reading Vocabulary for the Primary Grades. Bureau of Publications, Teachers College, Columbia University, N.Y., 1935.

23/ Betts, E. A. Op. cit. pg. 213 (footnote 9)

24/ Hilliard, G. H. Troxell, E. "Informational Background As A Factor in Reading Readiness" Elementary School Journal, Vol. 38: pp. 255 - 263, Dec. 1937.

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[24] Gates, E. I. Op. cit. Pp. 213 (footnote 9)

[25] Gilliland, C. E. Traxell, T. "Informational Background as a Factor in Reading Readiness" Elementary School Journal. Vol. 30: Pp. 255- 263, Dec. 1929.

backgrounds because of enriched meanings and thought that the former bring to the task". The Twenty-fourth Yearbook by the National Committee on Reading [25] suggests that one of the pre-requisites of reading readiness is a "sufficiently extensive vocabulary to recognize meaning of words or word groups".

In the light of the preceeding research these points have been shown to be important factors in reading readiness:

Due to the preceeding reseach 8 points were found to be important factors in reading readiness. the year

a. Visual discrimination
b. Auditory discrimination
c. Knowledge of letters
d. Articulation
e. Learning rate
f. Emotional stability
g. Motor control and coordination
h. Informational background

It now becomes necessary to construct or get together means by which an individual's abilities in the above skills and interests may be evaluated and weaknesses discovered. The purpose behind such a diagnostic program is to uncover areas where needs must be provided for and satisfied before a formal reading program begins, if that adventure is to be reasonably serene and successful.

25/ National Committee on Reading — Twenty-fourth Yearbook; Report of National Committee on Reading, 1925, pg. 27.

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[29] National Committee on Reading

Twenty-fourth Yearbook, Report of National Committee on Reading, 1925, pp. 7.

CHAPTER II

Development of Pre-reading Diagnostic Tests

The purpose of this paper is to formulate some informal tests in order to measure abilities of beginning first grade children with regard to those skills shown to be among the necessary bases for success in the formal reading program. After charting results of such diagnostic tests one may anticipate not only "knowing" one's class better but also having definite appreciation of individual strengths and weaknesses in specific abilities by which one's teaching can be more effectively planned and needed growth stimulated.

The writer has organized informal tests of these abilities which research has shown to be important bases in beginning reading -

1. Learning Rate
2. Auditory Discrimination
   a. initial letters
   b. initial blends
   c. rhyming words
3. Visual Acuities
   a. letter matching
   b. visual memory
   c. word perception
4. Motor Skills
   a. writing or copying letters
   b. visual - motor coordination

CHAPTER II

Development of Pre-reading Diagnostic Tests

The purpose of this paper is to formulate some informal tests in order to measure abilities of beginning first grade students with regard to those skills seemed to be among the necessary skills for success in the formal reading program. After observing results of such diagnostic tests one may anticipate not only the child's chances of success in the formal reading program but also the specific abilities or inabilities of individual children. The writer has organized informal tests of those abilities which research has shown to be important in beginning reading -

1. Listening tests

2. Auditory Discrimination
   a. Initial letters
   b. Medial letters
   c. Rhyming words

3. Visual Acuities
   a. Letter recognition
   b. Visual memory
   c. Word recognition

4. Motor Skills
   a. Ability to copy letters
   b. Visual - hand coordination

5. Language Arts
   a. articulation
   b. vocabulary
   c. informational background
   d. story-picture interpretation

6. Habits of Work
   a. following directions
   b. persistence
   c. attention
   d. neatness in work

7. Emotional Stability
   a. friendliness
   b. attitudes in groups
   c. security in new situations

8. Playground Behavior

The tests will be administered under several types of class-room procedure so that each child's ability in specific reading skills may be observed in various working situations. The visual and motor skills booklet tests will require individual crayon responses while at work in a large, formal group. Auditory tests and language arts ratings are informal, oral and reached on an individual basis. The learning rates will be drawn from results of specific small group instruction. The habits of work, emotional stability and play-ground behavior of the children tested will be checked largely through the examiner's observation of each child while the testing program is in progress.

A chart has been devised, see appendix, on which each individual's rating in the various tests may be easily noted and his

5. Language arts
   a. articulation
   b. vocabulary
   c. informational background
   d. story-picture interpretation

6. Habits of work
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   c. attention
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A chart has been devised, see appendix, on which each individual's rating in the various tests may be easily noted and his

weaknesses clearly pictured. With the exceptions of chronological and mental ages and the learning rates, all ratings of + will be considered satisfactory and those skills marked - will indicate need for definite training to be provided in the post-testing work program. The means by which these ratings are to be determined are described in the remainder of the chapter as the instruments used in testing are discussed.

Learning Rate

Securing the "learning rate" of each child will be the first test in the series since it is done informally in a small group situation, approximately the same as word and phrase drill will be conducted throughout the primary grades. Here, at the very beginning of first grade, observation of attitudes and interests in working with others will be noted.

The following are directions for administering the "Learning Rate" Test:

The words used in this test of each child's individual learning rate will be these -

1. magazine
2. dog
3. believe
4. toothbrush
5. camel
6. radio
7. against
8. excuse

relationships clearly pictured. With the exceptions of chronological and mental ages and the learning rates, all ratings of + will be considered satisfactory and those which marked - will indicate need for definite training to be provided in the post-testing work program. The means by which these ratings are to be determined are described in the remainder of the chapter as the instruments used in testing are discussed.

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2. dog
3. believe
4. toothbrush
5. camel
6. radio
7. sleigh
8. monkey

In order that this test may be a fair measure of beginning first grade children's abilities in learning new words, almost all the words that comprise the test are well above the pre-primer basal level. The words were also carefully chosen so that there might be both long and short words, some phonetic, some abstract and some words easy to enrich in this learning rate test.

The words will be printed on flash cards. They will be taught to the children in groups of eight. The method of procedure, described by Helen Murphy in her experimental thesis,[1] is as follows:

As each word is presented, it is to be written on the black board. Its meaning should be given through as many experiences as possible. Flash cards of the words to be learned should be given to the children in the test group so that they may have actual experience in matching the flash card words with the words on the board. After each new word is presented opportunity should be given to review the previous words on the list. The children will be required to read the words as they find them. Many practices must be given to individual children to match the cards with the words on the board

1/ Murphy, H. A. "An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination on Beginning Reading". Unpublished Thesis, Ed. D. Boston University, 1943

After each new word is presented opportunity should be given to review the previous words on the list. The children will be required to read the words as they find them. Many practices must be given to individual children to match the cards with the words on the board when they have been told what the word said. The next step is to have individual children find the word called for. If a child cannot do this, he should be given the card again to match. The tester should then point to words and call on different members of the group to tell what the word said. Then, the children may erase any word they can read. Finally, the group is to be tested on all eight words reading them in concert. It is important that equal practice be given for each word.

An hour after this teaching period, which would last about twenty minutes, each child is to be tested individually on his power to recognize the eight words. The number of words known in this quick recognition exercise will be considered each child's capacity for learning new words or ideas in one teaching day. That number will be the "learning rate" and will be entered on the chart in the space provided.

Auditory Tests

Provision for measurement of each child's perception in

After each new word is presented opportunity should be given to review the previous words on the list. The children will be required to read the words as they flash them. Many questions must be given to individual children to match the words with the words on the board when they have been told what the word said. The next step is to have individual children find the word called for. If a child cannot do this, he should be given the card again to match. The teacher should then point to words and call on different members of the group to tell what the word said. Then, the children may erase any word they can read. Finally, the group is to be tested on all eight words including those in context. It is important that equal practice be given for each word.

An hour after this teaching period, which could last about twenty minutes, each child is to be tested individually on his power to recognize the eight words. The number of words known in this quick recognition exercise will be considered each child's capacity for learning the words or ideas in one teaching day. That number will be the "learning rate" and will be entered on the chart in the space provided.

Auditory Tests

Provision for measurement of each child's perception in

the auditory sense will be made through individual tests involving matching sounds and catching likenesses and differences in words, through pictured stimuli. The initial letter sounds "m", "g", "f" and "d" were chosen for use in this auditory discrimination test because their sound differences are very pronounced and can almost be 'felt', by placing finger tips on the lips, as well as distinctly heard. They should not, therefore, admit confusion for any child whose auditory discrimination is satisfactory. The words pictured, that are used to stimulate the initial sounds to be tested, are clearly defined, within a beginning first grade vocabulary and can not be interpreted other than as pictured words beginning with initial letter sounds "m", "g", "f", "d". Originally the writer intended to use "man" as the pictured stimuli for beginning "m" sound. However, that picture was found to cause confusion as it was identified both as "father" and "man".

The initial blends "cl", "ch", "tr", and "st" are common in primary work and their sound differences are distinct enough so that success or failure in this part of the auricular test should indicate whether or not one needs specific training in this skill. The pictured words are within the vocabulary of the children to be tested and can not be identified as other than the writer intended.

These pictures will be contained in the test card to

the auditory cues will be made through individual tests involving matching sounds and detecting differences and differences in words, through pictured stimuli. The initial letter sounds "m", "n", "r" and "d" were chosen for use in this auditory discrimination test because their sound differences are very pronounced and can almost be 'felt', by placing finger tips on the lips, as well as distinctly heard. They should not, therefore, affect poor readers for any child whose auditory discrimination is satisfactory. The words pictured, that are used to stimulate the initial sounds to be tested, are clearly outlined, within a beginning first grade vocabulary and can not be interpreted other than as pictured words beginning with initial letter sounds "m", "n", "r", "d". Originally the writer intended to use "man" as the pictured stimuli for beginning "m" sound. However, that picture was found to cause confusion as it was identified both as "farmer" and "man".

The initial blends "sl", "dr", "tr", and "st" are chosen in primary work and their sound differences are distinct enough so that success or failure in this part of the auditory test should be clearly evident as to not one needs specific training in this skill. The pictured words are within the vocabulary of the children to be tested and can not be identified as other than the writer intended.

These pictures will be contained in the test book to

measure auditory discriminatory ability in initial letters and sounds:

monkey	gun	fish	duck
stove	chicken	truck	clock

The child to be tested will be asked to name the pictures for two reasons:

1. to help estimate his vocabulary
2. to make certain that there will be no confusion as to the pictured meanings.

Then, the lower half of the test card will be covered so that only the "initial letter stimuli" pictures can be seen. The examiner will tell the child, "I am thinking of the picture that begins like "fire". Say "fire". All right, now say the words on this line". After the child has repeated the words, the examiner will ask him again - "Which picture starts like "fire"?" She will help the child until he understands the game. Then she will continue, asking him to find the "picture that starts like

1. dog
2. fat
3. girl
4. Dick
5. Mother
6. guess
7. mud".

Figures exhibiting discriminatory ability in initial letters and sounds:

monkey gun fish dogs

stove chicken truck clock

The child to be tested will be asked to name the pictures for two reasons:

1. to help estimate his vocabulary

2. to make certain that there will be no confusion as to the pictured meanings.

Then, the lower half of the test card will be covered so that only the "initial letter stimuli" pictures can be seen. The examiner will tell the child, "I am thinking of one picture that begins like "fire". Say "fire". All right, now say the words on this line". After the child has repeated the words, the examiner will ask him again - "Which picture starts like "fire"?" She will help the child until he understands the game. Then she will continue, asking him to find the "picture that starts like

1. dog
2. fish
3. girl
4. block
5. chicken
6. clock
7. mud".

Following the same general procedure, the testing will be continued with only the lower line of pictures exposed. This testing will be for initial blends. Here, the examiner will ask for pictures that begin like

1. train
2. climb
3. stick
4. chair
5. store
6. trick
7. children.

If the child, being examined, seems to have good discriminatory powers in both initial letters and blends, the examiner may expose the whole test card and give such test words as

1. mother
2. track
3. father
4. chain.

If any individual will seem to lack auditory acuity, after the samples in either part of this test, it should be simply skipped after that failure has been noted on the chart.

The test card to measure auditory discriminatory ability in rhymes will contain these pictured stimuli:

top coat rake

ring sun

tree lock kite

Following the same general procedure, the testing will be continued with only the lower line of pictures exposed. This testing will be for initial blends. Here, the examiner will ask for pictures that begin like

1. train
2. plank
3. stick
4. ship
5. store
6. block
7. children.

If the child, being examined, seems to have good discriminatory powers in both initial letters and blends, the examiner may expose the whole test card and give such test words as

1. mother
2. truck
3. father
4. chair.

If any individual will seem to lack auditory acuity, after the samples in either part of this test, it should be simply skipped after that failure has been noted on the chart.

The test card to measure auditory discriminatory ability in rhymes will contain these pictured words:

top	coat	tube
ring	sun	
tree	lock	kite

The words pictured on this card are all within a beginning first grade vocabulary and both these words and rhyming words that they suggest are very common in primary work.

The procedure in this test will be similar to that described in the two preceeding auditory tests. However, in this case the whole card will be exposed during all testing. The first step again will be to name all the pictured articles. Then the test will proceed: "I'm thinking of the picture that sounds like "king"..... "run"....."clock"." As the child feels security and understands the switch from initial sounds to rhymes the examiner will continue with such stimuli words as

1. rock
2. cake
3. bee
4. fun
5. boat
6. night
7. mop
8. sing.

Check strengths or weaknesses in these three auditory discrimination skills on the diagnostic chart in the spaces provided.

The examiner will observe the attention and work habits as well as attitude of child examined. She will check interest, friendliness and security in following directions particularly. She will make a note of any unusual or undesirable personality traits on

The words printed on this card are all within a beginning first grade vocabulary and both the words and rhyming words that they suggest are very common in primary work.

The procedure in this test will be similar to that described in the two preceding auditory tests. However, in this case the whole card will be exposed during all testing. The first step again will be to name all the pictured articles. Then the test will proceed. "I'm thinking of the picture that sounds like 'ring'..... 'run'.....'clock'." As the child feels security and understands the method from initial sounds to rhymes the examiner will continue with such rhyming words as

1. rock
2. rake
3. hen
4. fan
5. boat
6. night
7. mop
8. sing.

Check strengths or weaknesses in these three auditory discrimination skills on the diagnostic chart in the space provided.

The examiner will observe the attention and work habits as well as attitude of child examined. She will check interest, friendliness and security in following directions particularly. She will make a note of any unusual or undesirable personality traits on

the chart under "Remarks".

Visual Tests

Opportunity for observing abilities in concentration and security in following directions in a group situation, as well as the visual acuities, is given in this test.

Visual test I is concerned with matching letters by drawing a line from a letter in one row to one just like it in the other row.

Example of Visual Test I

o	x
x	t
t	m
m	o

In order to do this test the children being examined must have some motor skill, motor-visual coordination, understand directions and have skill in seeing likenesses and differences in words.

There will be fifteen parts to this test, including the four sample exercises shown above. Of these fifteen exercises only fourteen can be matched. The two letters that make up the fif-

teenth part will not be alike. This is included so that individual reactions to an unexpected situation may be observed.

Each child will have a mimeographed copy of the test booklet and a black crayon.

The examiner will have previously written each child's name on his booklet.

The examiner will make sure that each child will have his booklet opened so that only Visual Test 1 can be seen.

The examiner will have a large sample card containing the four practice exercises. She will say, "Look at my card. It has two rows of letters. Let's look at the first letter in this (the left) row. What letter is it? Yes, it is an "o". Now, can you find the letter that looks just like it in this other row?" Choose someone to locate the letter. "Yes, that's it. They both look alike. Now draw a line from this first one to the one that looks just like it. All right, now let's look at the next letter. Who can find the one that looks just like it?" Choose another child to do this exercise. "Now draw the line from the letter to the one that looks just like it." The remaining two sample exercises will be done in the same way. When the sample card is completed, the examiner will ask the children to take their test booklets and do the same thing "drawing a line from

beath part will not be alike. This is indicated so that individual relations to an unexpected situation may be observed.

Each child will have a mimeographed copy of the test booklet and a black crayon.

The examiner will have previously written each child's name on his booklet.

The examiner will make sure that each child will have his booklet opened so that only Visual-Test I can be seen.

The examiner will have a large sample card containing the four practice materials. He will say, "Look at my card. It has two rows of letters. Let's look at the first letter in this (the left) row. That letter is ICE-Ice. It is an 'e'. See, can you find the letter that looks just like it in this other row?" Choose someone to locate the letter. "Yes, that's it. They both look alike. Now draw a line from this first one to the one that looks just like it. All right. Now let's look at the next letter. We can find the one that looks just like it." Choose another child to do this material. Then ask the like from the letter to the one that looks just like it. The remaining two practice materials will be done in the same way. Use the sample card in reverse. The examiner will ask the children to take their test booklets and do the same thing "Remember a line from

one letter to the one in the other row that looks just like it." She will check to see that each child is doing the exercises correctly. When all will have completed the four practice exercises in the booklets, the examiner will tell the children to do the same thing all the way down the page. "Keep your eyes open. If a letter does not have a partner don't bother with it. Don't let these letters fool you! Go to work."

An opportunity to observe the work habits and attitudes of the children at work in a large group situation will be given during this test.

The examiner will score the number of correct items, not including the four practice items. Eight through eleven correct responses will be noted on the chart as satisfactory.

Visual tests II and III are alike in that they both test perception involving visual memory and ability to make the transfer from a flash card to a typewritten work sheet. It will be an attempt to discover an individual's capacity for quickly and accurately discriminating particular symbols and will give indication of ability to see clearly at these two working differences - flash card and work sheet.

one letter in the one in the other for that looks just like it." The will check to see that each child is doing the exercises correctly. When all will have completed the four practice exercises in the book-let, the examiner will tell the children to do the same thing all the way down the page. "Keep your eyes open. If a letter does not move a partner don't bother with it. Don't let those letters fool you! Go to work."

An opportunity to observe the work habits and attitudes of the children at work in a large group situation will be given during this test.

The examiner will score the number of correct items, not including the four practice items. Right through eleven correct responses will be noted on the chart as satisfactory.

Visual tests II and III are alike in that they both test perception involving visual memory and ability to make the transfer from a flash card to a presentation work sheet. It will be an effort to discover an individual's capacity for visual and auditory discriminating particular erosion and will give indication of ability to see clearly at these two working differences - flash card and work sheet.

These two tests differ simply in difficulty or greater skill in discrimination since one is concerned with letters while the other deals with words. The material for both tests has been adapted from Dr. Helen Murphy's[1/] Group Visual Tests. Since they are adaptions and cut, they will not be as sensitive as the original. However, the exercises were chosen from the original test so that they would include both the more simple exercises and those which are more difficult in order to get some measure of individual weaknesses and strengths in visual discrimination.

Visual Test II (Sample exercise)
Letter Perception

m s o g y

Visual Test III (Sample exercise)
Word Perception (Memory)

at ball

ill all fall

The procedure will be the same for both exercises.

1/ Murphy, Helen A. "Group Test for Visual Discrimination for Grade I" Rhode Island College of Education. Copyright 1941.

These two tests differ simply in difficulty or greater skill in discrimination since one is concerned with letters while the other deals with words. The material for both tests has been adapted from the Marston Simple Group Visual Tests. Where they are identical and not, they will not be as reliable as the original. However, the exercises were chosen from the original test so that they could include both the more simple exercises and those which are more difficult in order to get some measure of individual weaknesses and strengths in visual discrimination.

Visual Test II (Simple exercise)
Letter Discrimination

c e o x y

Visual Test III (Simple exercise)
Word Discrimination (Memory)

at ball

lit all fall

The procedure will be the same for both exercises.

1/ Marston, Helen S.
"Group Tests for Visual Discrimination for Grade I" Ohio State College of Education. Copyright 1941.

Each child will have a colored marker 1" x 6" in order that (a) he may "keep his place" more easily and (b) the examiner can use this as one means by which she can control the group work.

The examiner will have two sets of flash cards. One set will have key letters printed on them, the other set will have the key words. The set of letter cards will be used for test II and the set of word cards will be used for test III.

As the examiner prepares to give each test she will be sure every one has his test book folded so that only the test being given will be visible. Then she will say, "Place your marker so you can see just the first line of letters. (Check) I am going to hold up a card that has a letter on it which looks just like one letter in that line. See if you can find the letter which looks just like this one. (Hold up card number 1 for five seconds.) Now, put a circle around the letter on your paper. Do it. (The examiner will be sure that each child has the correct letter. She will help anyone who needs it.) Now move your marker down so you can see the next line. Look carefully at the letter on my card then find the one that looks like it on your paper. Put a circle around it. Do it." (Proceed with the testing of the letters that appear on that page.)

"Now turn your book right over so that the page looks

Each child will have a colored marker 1" x 6" in order that (a) he may "keep his place" more easily and (b) the examiner can see this as one person by which she can control the group work.

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"Now turn your book right over so that the page looks

just like mine. (The examiner will demonstrate and check to see that each one has the right page.) Place your marker....." Use the same procedure as for test II but remember to substitute "word" for "letter".

The following are the key letters and words: g, s, c, k, x, i, h, d, p, b, all, nip, boy, saw, block, spice, jump, clear, part.

Score the number of correct responses in each test.

In Test II scores of 8 through 10 will be checked as satisfactory on the chart.

In Test III scores of 7 through 9 will be considered adequate and rate a satisfactory check.

Motor-Visual Coordination

The last test in the group visual test booklet will be concerned with getting some indication of an individual's visual-motor coordination. It should also give some measure of one's stick-to-itiveness, interest and understanding of oral directions as well as habits of work - painstaking or flighty.

Procedure for conducting this part of the test is as follows: After the examiner will have made certain that all the

just like mine. (The examiner will demonstrate and check to see that each one has the right page.) Make your marks....." Then the same procedure as for test II but remember to substitute "word" for "letter".

The following are the key letters and words: s, k, m, x, t, b, d, p, h, ill, nip, hog, sea, block, quice, jump, chest, park.

Score the number of correct responses in each step.

In Test II scores of 8 through 10 will be regarded as satisfactory on the chart.

In test III scores of 7 through 9 will be considered adequate and rate a satisfactory check.

Motor-Visual Coordination

The last test in the group visual test booklet will be concerned with getting some indication of an individual's visual-motor coordination. It should also give some measure of one's skill-to-liveness, interest and understanding of oral-directions as well as habits of work - painstaking or flighty.

Procedure for conducting this part of the test is as follows: After the examiner will have made certain that all the

children have folded their test papers so that they "can see the picture of the elephant made with little dots" she will continue - "put your finger on the long black line over the elephant (indicating the proper line on her paper). Now take your pencil and make your name right on that line." When all have finished the examiner will tell the children to take their pencils and trace around the dots outlining the elephant very carefully so that all the dots will be covered and the elephant will look "pretty". She will also instruct the children to write the word "elephant" on the black line under his picture. While giving instructions on this test the examiner will illustrate her directions by tracing around a dotted figure of an elephant on the black board and then write the animal's name "elephant" under the traced picture, just as the children will be expected to do. Then she will say, "now go to work". No more help will be given.

When individual children have completed the exercise, or have done as much as they are disposed to do, their booklets will be collected. As the tests are picked up any significant attitudes related to emotional stability evidenced by failure to follow the directions securely may be checked in the upper corner of this test on motor-visual skill where these points are listed:

Disposition
- a. hostile
- b. friendly

Stability
- a. secure
- b. fearful

children have folded their test papers so that they "can see the pictures of the elephant made with little dots" she will continue - "put your finger on the long black line over the elephant (indicating the proper line on her paper). Now take your pencil and make your mark right on that line." When all have finished the examiner will tell the children to take their pencils and trace around the dots outlining the elephant very carefully so that all the dots will be covered and the elephant will look "pretty". She will also instruct the children to write the word "elephant" on the black line under his picture. While giving instructions on this test the examiner will illustrate her directions by tracing around a dotted figure of an elephant on the blank board and then write the animal's name "elephant" under the traced picture, just as the children will be expected to do. Then she will say, "Now go to work". No more help will be given.

When individual children have completed the exercise, or have done as much as they are disposed to do, their booklets will be collected. In the tests are picked up any significant attitudes related to emotional stability evidenced by failure to follow the directions accurately may be checked in the upper corner of this test on motor-visual skill where these points are listed:

Disposition
a. Hostile
b. Friendly
Stability
a. Secure
b. Fearful

KEY:
+ SATISFACTORY
- NEEDS IMPROVEMENT

			AUDITORY DISCRIMINATION				VISUAL ACUITIES				MOTOR SKILLS		LANGUAGE ARTS			HABITS OF WORK					EMOTIONAL STABILITY				
	Mental Age (Detroit Beg. First Grade I.Q.)	Chronological Age	Learning Rate	Initial Letters	Initial Blends	Rhyming Words	Letter Matching	Visual Memory (Test II)	Word Perception (Test III)	Knowledge of Letters	Writing Name & Copying	Visual-Motor Coordination	Articulation	Vocabulary	Informational Background	Ability to interpret pictures (Good sentences)	Following Directions	Persistence	Attention	Neatness in Work	Friendliness	Attitude in Groups	Security in a new situation	Play-ground Behavior	Remarks
1.	8-8	5-9	8	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	timid
2.	8-6	6-2	5	+	-	+	+	+	-	-	+	+	+	+	+	-	+	+	+	+	+	+	-	+	not confident in ability; confusion of letters
3.	8-4	6-3	4	-	-	+	+	+	+	-	+	+	+	+	+	-	-	-	-	+	-	-	-	-	independent; restless
4.	8-1	5-11	5	-	-	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	
5.	8-1	6-1	5	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	shy
6.	7-11	6-0	6	-	-	+	+	+	+	+	+	-	+	+	+	+	-	+	+	-	+	+	+	+	careless, noisy
7.	7-8	6-4	5	+	-	+	+	-	-	+	+	+	+	+	+	+	+	+	-	+	+	+	-	+	easily diverted
8.	7-6	6-0	6	-	-	-	+	+	+	+	+	-	+	+	+	-	-	-	-	-	+	+	+	+	irresponsible
9.	7-6	5-10	5	-	+	-	-	+	-	-	+	-	+	+	+	+	-	-	-	-	-	-	+	-	independent; suspicious, confusion of letters
10.	7-6	6-8	5	-	-	+	+	+	-	-	+	+	+	+	+	-	+	+	+	+	+	+	+	+	sight poor $\frac{20}{50}$, confusion of letters
11.	7-6	6-9	2	+	+	-	+	+	+	+	+	+	+	+	+	-	-	+	-	+	-	-	-	-	Repeater; insecure; restless; physically big
12.	7-5	7-7	4	-	-	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	Repeater; dependent
13.	7-4	6-4	4	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	+	+	+	-	-	-	giggles; easily diverted
14.	7-3	6-0	4	-	-	-	+	+	-	+	+	+	+	+	+	-	+	+	+	+	+	+	+	-	social adjustment poor
15.	7-2	5-6	5	+	-	+	-	+	-	+	+	+	+	+	+	+	+	-	-	+	-	-	+	-	independent
16.	7-1	5-10	4	-	+	-	+	+	-	-	+	+	-	+	+	-	+	+	+	+	+	+	-	+	timid
17.	7-0	5-7	5	-	-	-	+	+	+	-	+	+	+	+	+	-	-	+	+	+	+	+	+	+	shy
18.	7-0	6-2	4	-	+	+	+	+	+	-	+	+	+	+	+	+	-	+	-	+	+	-	-	-	effervescent; obstinate; confusion of letters
19.	7-0	5-7	6	+	-	+	+	-	-	-	+	+	+	+	+	-	+	-	+	-	+	+	+	+	babyish; confusion of letters
20.	7-0	6-0	6	+	+	-	+	-	-	+	+	+	+	+	+	-	-	+	+	+	+	+	+	+	
21.	6-11	5-10	3	-	-	+	+	+	-	-	+	+	+	+	+	-	-	+	+	+	+	+	+	+	hesitant; timid
22.	6-10	5-6	3	+	+	+	+	-	-	-	+	+	+	+	+	-	-	+	+	+	+	+	-	+	
23.	6-7	6-3	4	-	-	+	-	-	-	-	+	-	+	+	+	-	-	+	-	-	+	+	-	+	short attention span
24.	6-6	5-8	3	-	-	+	+	-	+	+	+	-	+	+	+	-	-	+	-	-	+	-	-	-	irresponsible
25.	6-6	6-1	3	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	
26.	6-6	6-4	3	-	-	+	+	+	+	-	-	-	+	+	+	+	-	-	-	-	+	-	-	+	short attention span
27.	6-5	5-7	5	+	-	+	+	+	+	+	+	+	+	+	+	-	+	+	+	-	+	+	+	+	constantly moving
28.	6-5	7-0	2	-	-	+	+	-	-	-	+	+	+	+	+	+	-	+	+	+	+	+	+	+	absent often
29.	6-2	6-2	2	-	-	-	-	-	-	-	-	+	+	+	-	+	-	-	-	-	-	-	-	-	obstreperous, talks to self; short attention span

Persistence
a. good
b. poor
Habits of work
a. painstaking
b. flighty

The abilities to write one's name and copy the elephant's name on the lines provided and indicated, should be noted on the diagnostic chart under Motor Skills - writing. Failure to write these names just as directed, will be noted under Habits of Work - Following Directions. Skill in execution of the outlined elephant will be checked under Motor Skills--visual-motor coordination.

Knowledge of Alphabet

The test to determine a beginning reader's ability to name the various letters of the alphabet will be conducted individually and informally. The examiner will have a deck of cards made up of the twenty six letters of the alphabet. These cards will be shuffled and then exposed singly for quick recognition by the child being examined. Each card recognized and correctly called will be taken by the child. The unknown letter cards will belong to the examiner. After the game has been played, the letter cards recognized by the child will be counted and his score entered on the diagnostic chart will be either satisfactory or show need for improvement.

Performance
a. good
b. poor
Ability of work
a. patient-slow
b. flighty

The ability to write one's name and copy the elements's name on the lines provided and location, should be noted on the diagnostic chart under Motor Skills - writing. Failure to write those names just as directed, will be noted under Ability of Work - Following Directions. Skill in execution of the outlined elements will be observed under Motor Skills--visual-motor coordination.

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Language Arts

Upon examination of primers and pre-primers one quickly finds that they treat of many types of experiences and presuppose that these are within a beginning reader's experience -- either real or vicarious. The readers present units on city and farm community doings, trips to the zoo, sea shore, parks and, community as well as family life. Children, whose experiential background is meager concerning such activities will obviously be at a disadvantage and open to confusions unless this need is recognized and provided for.

With this in mind an informational background sort of tachistoscope has been assembled and included among this study's diagnostic pre-reading tests.

The pictures used in this test concern the post man, milkman, dairyman or farmer and, on the other side of the slide, visits to a park, a farm and a birthday party. Attention will be centered on one picture at a time as long as the child has something to say about it through the use of the tachistoscopic device.

The procedure is simple. It is required that the child being examined will tell what "the picture is about". Ease of self expression and facility in making use of background clues in "telling a good story" will be noted as well as rich or meager experience

Language Arts

Upon examination of primers and pre-primers one quickly finds that they treat of many types of experiences and premises that these are within a beginning reader's experience — either real or vicarious. The readers present units on city and farm community organizations, trips to the zoo, see movies, parks and, community as well as family life. Children, whose experiential background is meager concerning adult activities will obviously be at a disadvantage and open to confusion unless this need is recognized and provided for.

With this in mind an informational background unit of transparencies has been assembled and included among this study's diagnostic pre-reading tests.

The pictures used in this test concern the post man, children, delivery van or farmer and, on the other side of the slide, visits to a park, a farm and a birthday party. Attention will be centered on one picture at a time as long as the child has something to say about it through the use of the tachistoscopic device.

The procedure is simple. It is required that the child being examined will tell what "the picture is about". Ease of self expression and fluidity in making use of background clues in "telling a good story" will be noted as well as risk or meager experience

background.

Any need for specific work in articulation should show itself during the informal experiential background test and the auditory acuities individual tests. There is provision for checking this skill on the diagnostic chart.

The sixteen words pictured in the auditory test cards will serve as an informal vocabulary check. The facility, or lack of it, with which these pictures will be recognized may be recorded on the chart under - Vocabulary.

Playground Behavior

Unless a child is adjusted socially and emotionally to his school situation his chances for happiness and success in school work and situation are very doubtful. Therefore, during a testing program conducted in early first grade, any evidence on a child's part of poor adjustment to the school children or situation will be carefully noted so that provision may be made to ease such undesirable attitudes. It will be well to be alert for indications of any mal-adjustment on the playground since regressive or rebellious personality tendencies and other emotional traits such as timidity, temper tantrums, poor sportsmanship and the like show themselves readily there as the children play freely and are not as controlled in their behavior as in the class room.

background.

Any need for specific work in articulation should arise itself during the informal educational background test and the self-help analysis individual tests. There is provision for checking this skill on the diagnostic sheet.

The sixteen words pictured in the auditory word series will serve as an informal vocabulary check. The facility, or lack of it, with which these pictures will be recognized may be recorded on the chart under - Vocabulary.

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Chapter III

Analysis of Test Findings

The pre-reading tests were given to twenty-nine children during the first month of beginning first grade. All of the children tested had had kindergarten training.

In order to have a complete chart of abilities the examiner administered the Detroit Beginning First Grade Intelligence Test[1/] to the twenty-nine children with whom this paper is concerned. The mental age of each child in the group was determined through the use of the intelligence test and entered on the chart.

Table I

Chronological and Mental Ages of Group in Months

Number	Age	Mean
29	Chronological	74.92
29	Mental	87.76

1/ Engel, A. M. Baker, H. J. Detroit Beginning First Grade Intelligence Test (Revised); World Book Co., Yonkers on Hudson, 1937.

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[1] Engel, A. E. Detroit Beginning First Grade Intelligence Test (Revised) Boris Book Co., Lookout Mountain, Tenn. 1927.

The range in Chronological Age is from 66 months to 91 months with a mean score of 74.92 months.

The range in Mental Age is from 74 months to 104 months with a mean score at 87.76 months.

This table shows that the group is superior mentally.

Learning Rate

Table II

List of Rates of Learning for the Group

Number of Children	Learning Rate
1	8 words
4	6 words
9	5 words
7	4 words
5	3 words
3	2 words

The learning rates of the group tested range from two to eight words remembered as sight words one hour after the teaching period.

On the basis of findings concerning individual rates of

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3	2 words

The learning rates of the group tested range from two to eight words remembered as eight words one hour after the teaching method.

On the basis of findings concerning individual rates of

learning, one might group the children tested in the following way for learning new words -

1. Group A the five children whose retention is 6-8 words
2. Group B the nine children whose retention is 5 words
3. Group C the seven children whose retention is 4 words, and
4. Group D the eight children whose retention is 2-3 words.

In this way each child would be held up to accomplish in learning just so much as he has shown himself capable of achieving during this diagnostic testing program.

Auditory Test Findings

Table III

Distribution of Auditory Discrimination Failures

Number Tested	Test	Failures
29	Initial Letters	20
29	Initial Blends	22
29	Rhymes	9

Of the twenty-nine children tested only one child had success in all three parts of this test. And, five children failed in all three parts.

learning, one might group the children tested in the following way for learning or memory -

1. Group A -- the five children whose retention is 6-8 words
2. Group B the nine children whose retention is 3 words
3. Group C the seven children whose retention is 1 word, and
4. Group D the eight children whose retention is 0-2 words.

In this way each child would be held up to accomplish in learning just as much as he has shown himself capable of achieving during this diagnostic testing program.

Auditory Test Findings

Table III

Distribution of Auditory Discrimination Failures

Number Tested	Test	Failures
79	Initial Letters	20
79	Initial Blends	22
79	Rhyme	7

Of the twenty-nine children tested only one child had success in all three parts of this test. And, five children failed in all three parts.

There is definite need for specific training in initial sounds with virtually the entire group. Practice in catching like and different rhymes is needed by almost one third of the children tested.

Visual Test Findings

Table IV

Distribution of Visual Tests Failures

Number Tested	Test	Failures
29	Letter Matching	4
29	Visual Memory	8
29	Word Perception	14
29	Knowledge of Letters	15

It is interesting to note that nine children had success in all parts of the visual exercises. Two children failed in all parts.

There is need among fifteen children for learning the letters of the alphabet. According to test notes, it is shown that five failures are due to confusion of these letters - q, p, d, b, z, s, n and m. The other ten children failed generally throughout the letter calling test.

Drill in quick word perception is shown to be needed by 14

There is definite need for specific training in initial words with virtually the entire group. Reading in matching like and different types is needed by almost one third of the children tested.

Visual Test Findings

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It is interesting to note that nine children had success in all parts of the visual exercise. Two children failed three parts.

There is need among fifteen children for learning the letters of the alphabet. According to test scores, it is seen that five failures are due to confusion of these letters - e, m, f, b, m, x and s. The other ten children failed across all categories the letter cell ing test.

Still in quick word recognition is shown to be needed by 14

members of the group tested. Practice in visual memory of letters and letter matching is needed by eight children and four children respectively.

Motor Skills

Table IV

Failures in Motor Co-ordination

Number Tested	Skill	Failures
29	Copying Letters	2
29	Visual-motor Coordination	6

Study of the chart reveals that of the six children who failed in Visual-motor co-ordination, all also failed in "Neatness of Work". And, five of those who failed in co-ordination also failed in "Attention". It may be, then, that in at least five of the six failures recorded here there is a relationship between careless, hastily done work and motor-visual co-ordination.

Two children need practice and training in writing and copying letters.

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Number Tested	Skill	Failures
39	Copying Letters	2
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Study of the chart reveals that of the six children who failed in Visual-motor co-ordination, all also failed in "Memory of Form". Also, five of those who failed in co-ordination also failed in "Attention". It may be, then, that in at least five of the six failures recorded here there is a relationship between careless, hastily done work and motor-visual co-ordination.

The children good practice and training in writing and copying letters.

Language Arts

Table V

Listing of Failures in Language Arts Tests

Number Tested	Test	Failures
29	Articulation	1
29	Good Story Interpretation of Pictures	16
29	Experiential Background	0
29	Vocabulary	0

While abilities of the entire group are satisfactory both in the vocabulary and experiential background tests, the chart clearly shows the need for training in picture-story interpretation among more than half of the group tested. Although the children who failed in this test were acquainted with the situations pictured in this test, they were unable to "tell a good story" of what was happening in the picture. Provision must be made in order that these children will have opportunity to learn the skill of using picture clues and be taught to weave them into an interesting and facilely expressed story.

One child has difficulty in articulation. She will have specialized training in the Speech Clinic.

Language Arts

Table V

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39	Good Story Interpretation of Pictures	16
39	Essential Background	0
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One child has difficulty in articulation. She will have specialized training in the speech clinic.

Habits of Work

From observation of the children at work during this testing period it is found that only eight of the twenty-nine children tested need no help in their habits of work. Of the twenty-one children remaining, weaknesses in work habits are distributed in this way:

16 children failed in following directions
8 children failed in persistence
11 children failed in attention, and
10 children failed in neatness of work.

Four children are found to have failed in all four habits of work checked.

There is a definite need among many in this group to cease being so prodigal with attention, to cultivate stick-to-itiveness and to feel pride in work well done. Briefly, each child must be compelled to accomplish in a satisfactory and satisfying manner that work which he has shown himself capable of doing.

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8 children failed in persistence

11 children failed in attention, and

10 children failed in neatness of work.

Four children are found to have failed in all four habits of work tested.

There is a definite need among many in this group to cause boiled so problem with attention, to cultivate pride-to-attention and to feel pride in work well done. Briefly, each child must be compelled to concentrate in a satisfactory and satisfying manner that work which he has shown himself capable of doing.

Emotional Stability

Table VI

Weaknesses in Emotional Stability

Number Tested	Attitude	Weakness
29	Friendliness	5
29	Group Work	9
29	New Situation	12
29	On Playground	9

The diagnostic chart shows that five among the group tested are overly independent, restless and do not appear to know how to play with other children. They withdraw from group activities altogether or else seem to enjoy upsetting group work or play plans. Because these children show themselves to be emotionally insecure provision must be made so that they may gain confidence in themselves individually and as one of a group. They must be brought to a feeling of responsibility for the group and their efforts should be recognized by the group.

Of the twelve children who show themselves to be insecure in new situations, eight of them also are found lacking in attention. There would seem to be this relationship between lack of

Emotional Stability

Table VI

Weakness in Emotional Stability

Number Tested	Attitude	Weakness
29	Friendliness	5
29	Group Work	9
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The diagnostic chart shows that five among the group tested are overly independent, restless and do not appear to know how to play with other children. They withdraw from group activities altogether or else seem to enjoy upsetting group work or play plans. Because these children show themselves to be emotionally immature provision must be made so that they may gain confidence in themselves individually and as one of a group. They must be brought to a feeling of responsibility for the group and their efforts should be recognized by the group.

Of the twelve children who show themselves to be insecure in self direction, eight of them also are found lacking in attention. There would seem to be this relationship between lack of

attention and insecurity in new situations - that habitual inattention leaves one entirely at a loss when one can not rely on past experiences or procedures to carry him through passably. It will be well to vary procedures and work activities or instructions so that these children whose insecurity is due to lack of good attention habits will be forced to attend carefully if they are to do satisfactory work. "Lack of confidence", "timid" and "easily distracted" are among notes concerning the remaining four children who were unhappy in new situations.

Eight children are checked as having unsatisfactory attitudes in work groups. They need help in learning to become socially adjusted to their individual responsibilities within a group.

In concluding the analysis of these diagnostic test findings the writer finds it interesting to summarize that, although her group has been shown to be superior mentally, each child in the group tested has been found to need specific training and help in at least one of the skills with which this paper is concerned. Through study of the diagnostic chart, the writer is able to scrutinize critically, with an eye to corrective treatment, where her twenty-nine beginning readers stand in relation to those abilities and attitudes which her research has shown to be important in the reading

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process. If the individual weaknesses diagnosed are adequately provided for, then the writer may anticipate that the twenty-nine first graders studied in this paper will learn to read with a minimum of confusion.

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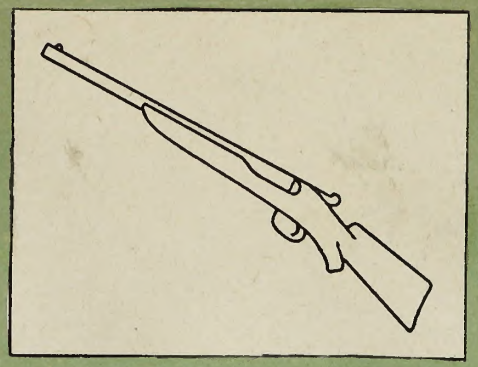
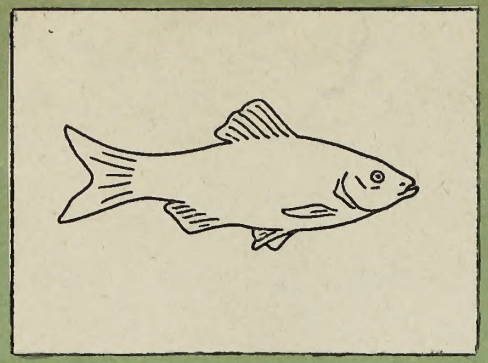
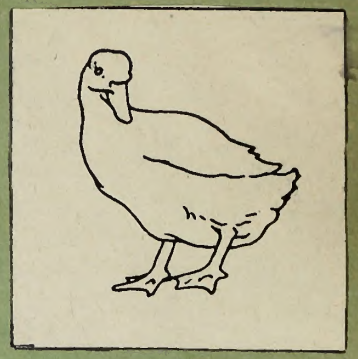
APPENDIX

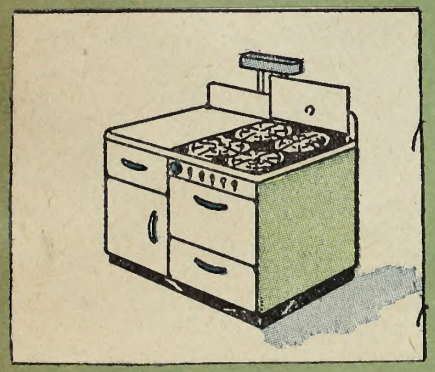
Auditory Discrimination
Test Card - Initial Letters

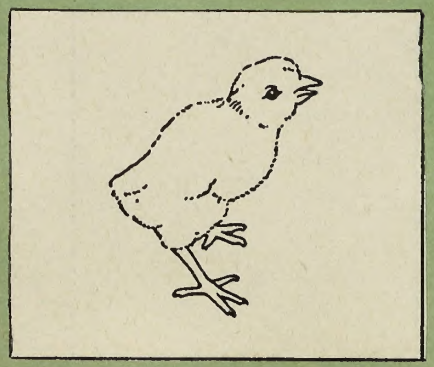


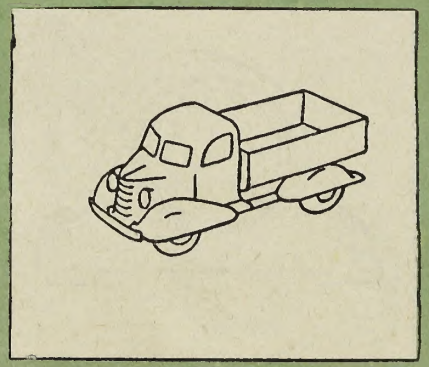


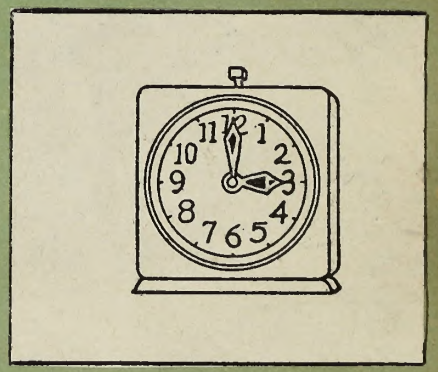


Test Card - Initial Blends



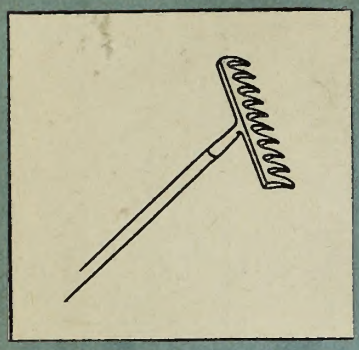


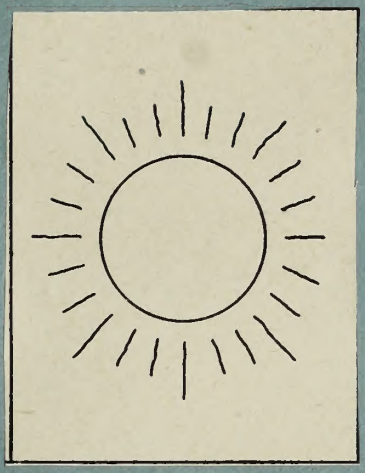


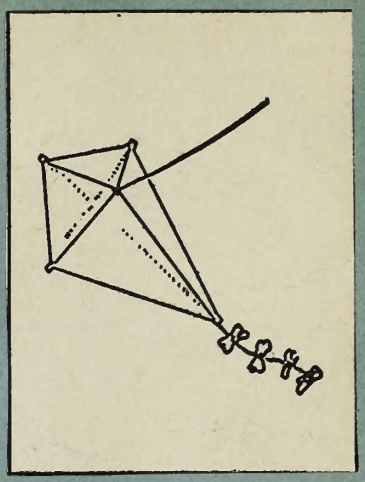


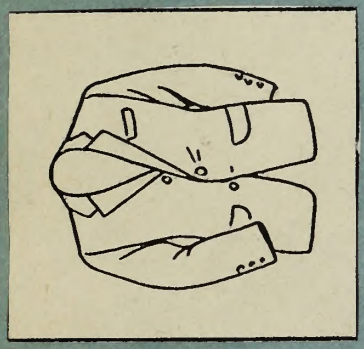
Individual Auditory Tests I + II

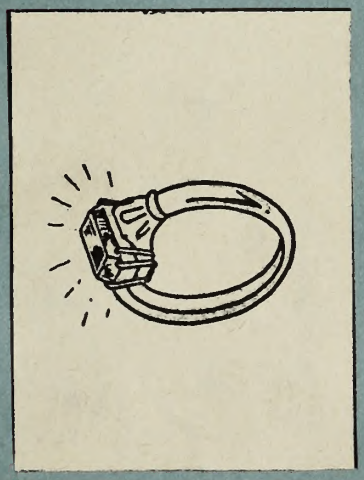
Auditory Discrimination - Individual Test III
Test Card - Rhyming Words

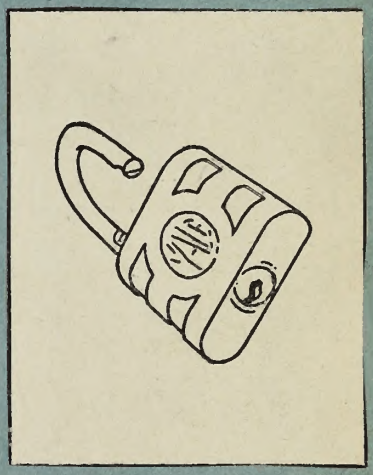


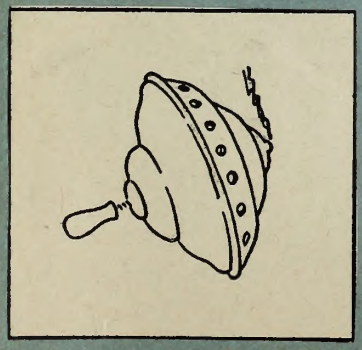


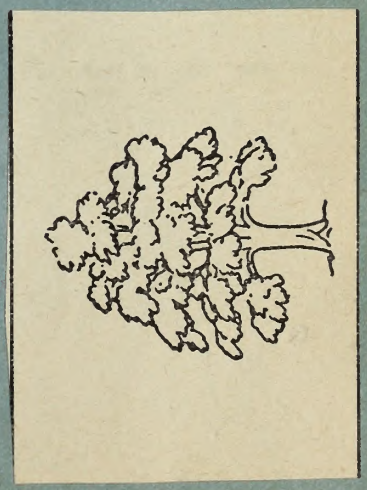






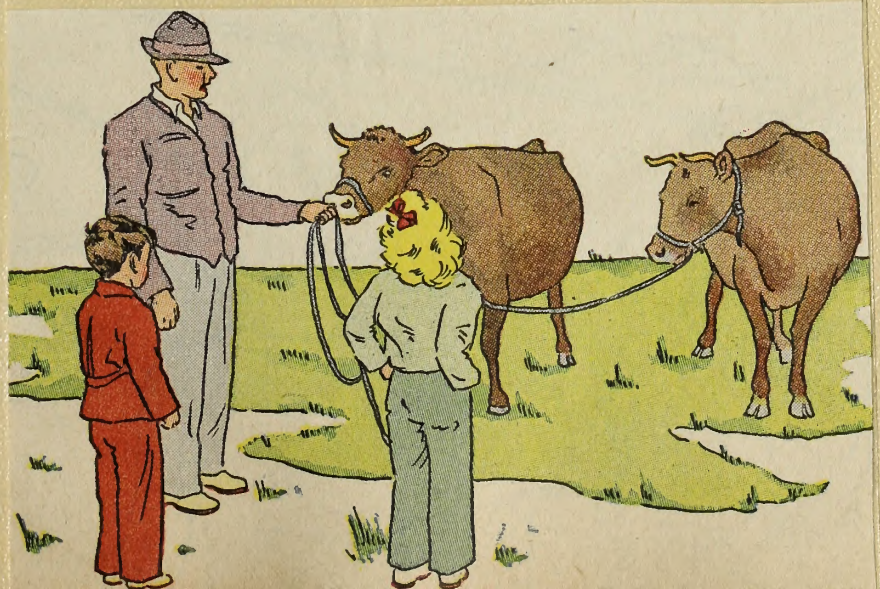






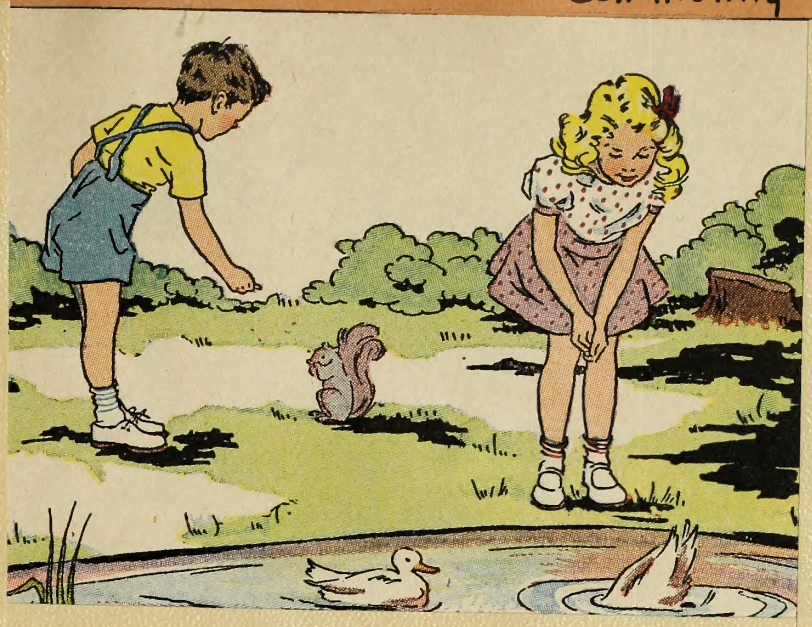
(tachistoscope)

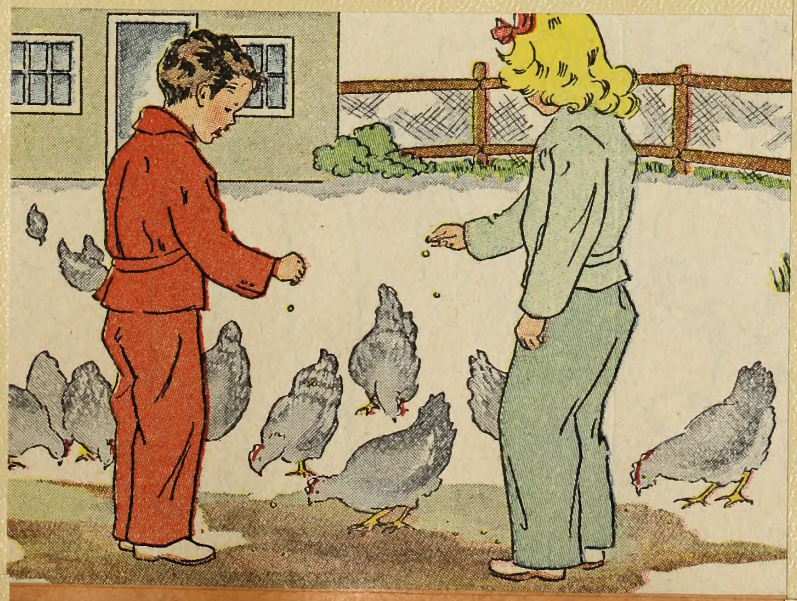
Language Arts - Slide I
Community & Life Activities



(tachistoscope)

Language Arts - Slide II
Community + Life Activities





Name _____

Age _____ Date _____

Visual Test

I

Letter Matching (Discrimination)

o	x
x	t
t	m
m	o

c	k
y	u
k	s
a	c
d	y
s	l
l	a
p	t
b	b
u	r
r	d

Number right _____

Number right_____

Rating _____.

LI

Letter Perception

1.	m	s	o	g	y
2.	e	o	s	m	f
3.	c	e	o	a	r
4.	h	k	l	t	f
5.	s	x	o	m	z
6.	e	i	j	l	t
7.	n	m	k	l	h
8.	p	d	b	q	g
9.	p	g	b	d	q
10.	d	p	g	q	b

Number right _____

Rating _____

III

Word Perception (Memory)

1.		at		ball
	ill		all	fall
2.		no		on
	imp		in	nip
3.		dog		boy
	day		boys	play
4.		saw		war
	as		was	waste
5.		dark		lack
	clock		black	block
6.		speak		speck
	stick		spice	peck
7.		jump		jest
	just		jot	must
8.		clear		clean
	close		climb	lean
9.		par		park
	party			dark

(Observation of child at work)

Disposition : hostile_____
friendly_____

Stability : secure _____
fearful_____

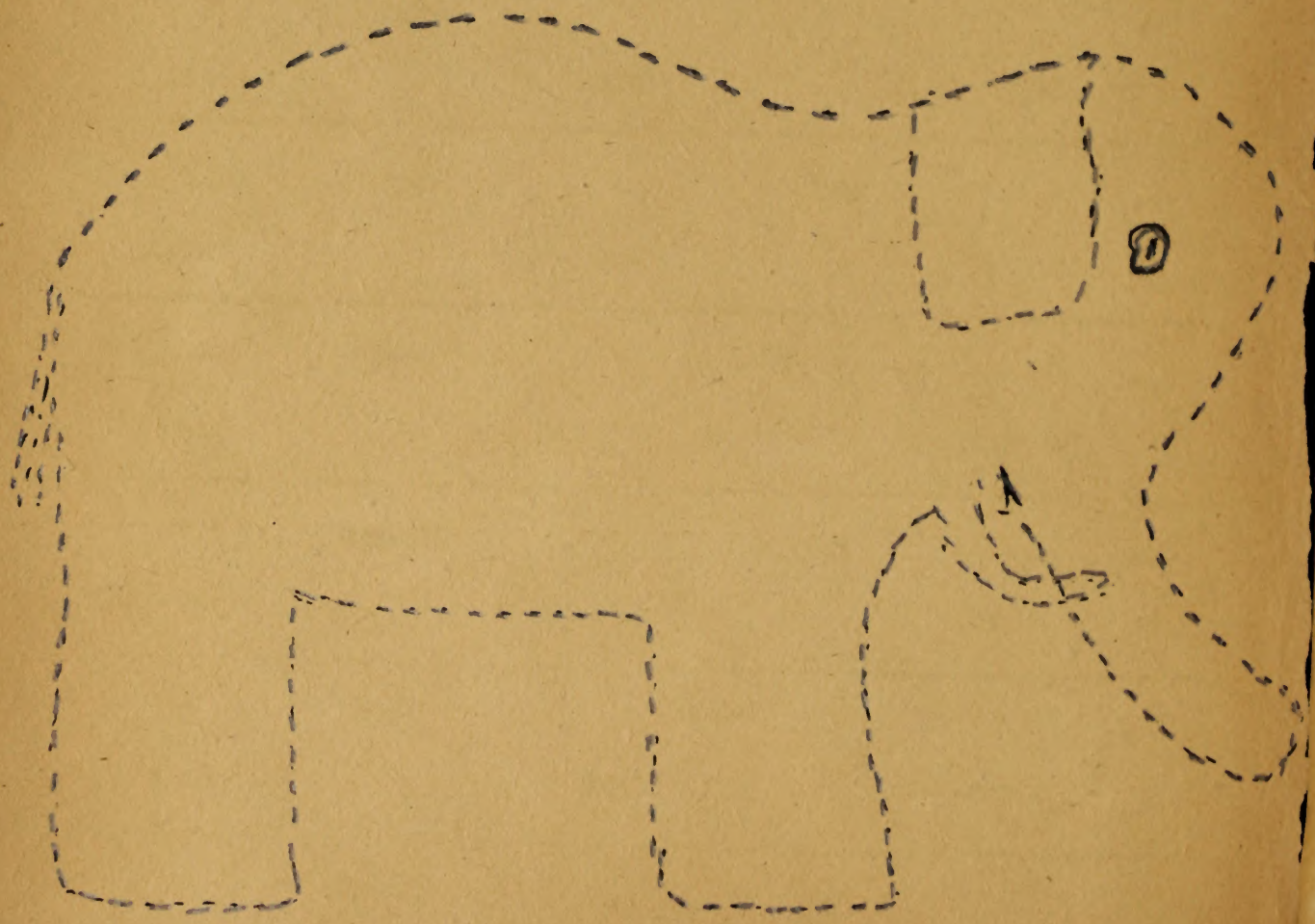
Persistence : good _____
poor _____

Habits of Work
painstaking____
flighty _____

Motor skill:

good____
fair____
poor____

Test IV
Motor Skill (Visual-motor coordination)



DETROIT
BEGINNING FIRST-GRADE INTELLIGENCE TEST
(*Revised*)

By Anna M. Engel, Assistant Director, Special Education, Detroit Public Schools,
and Harry J. Baker, Director, Psychological Clinic, Detroit Public Schools

No. of Test	Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Total	

Last name..... First name..... Initial... Sex: M... F...

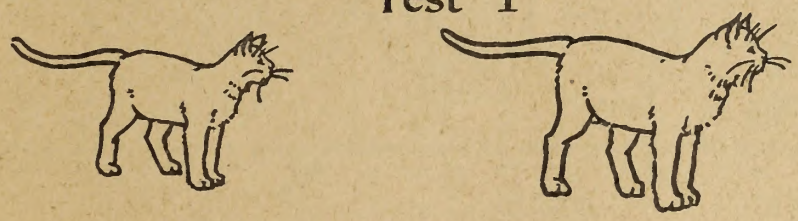
City..... School..... Birth date.....

Rating..... Mental Age..... IQ.....

EXAMINATION: FORM A

A

Test 1



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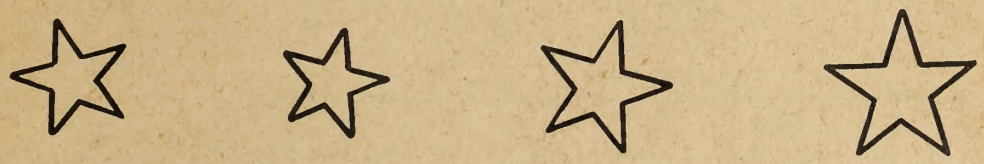

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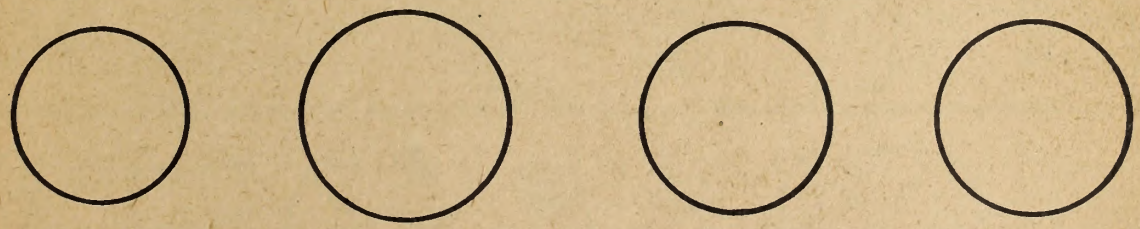

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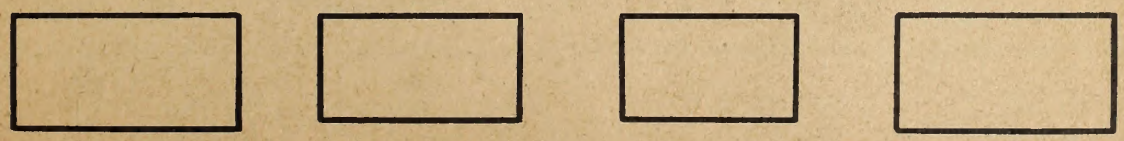

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Published 1937 by World Book Company, Yonkers-on-Hudson, New York, and Chicago, Illinois

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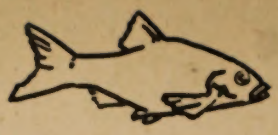
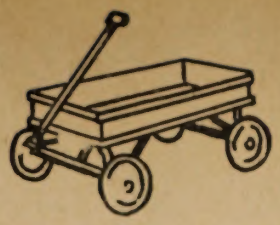
Test 2

A





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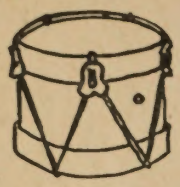

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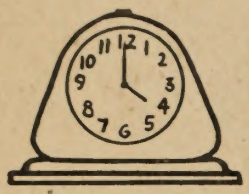

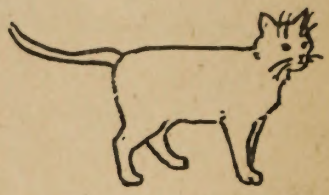

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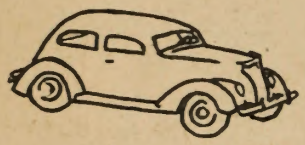

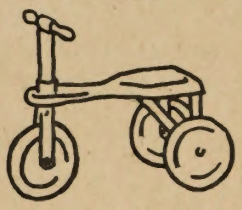

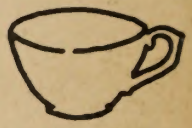

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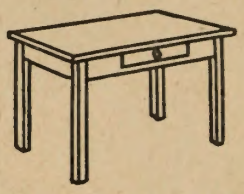

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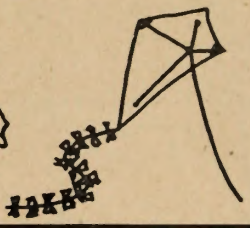

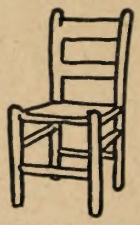

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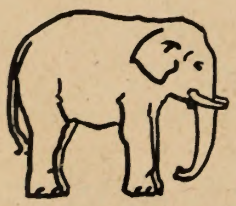

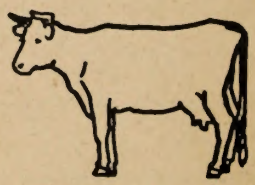

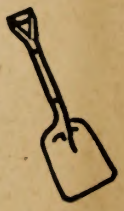

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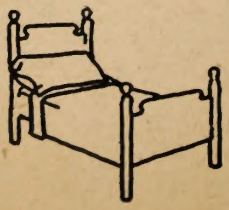
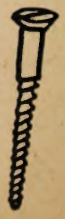
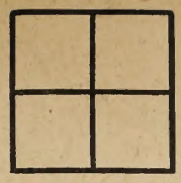




Score .....

Test 3

A



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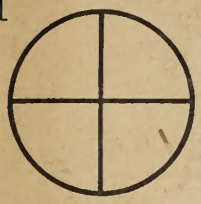

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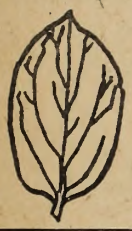

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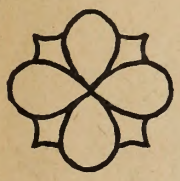

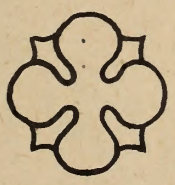

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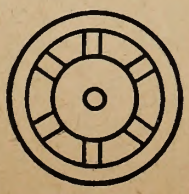
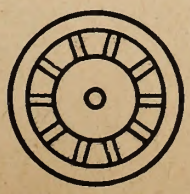


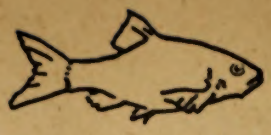


Score . . . . . .

Test 4

A





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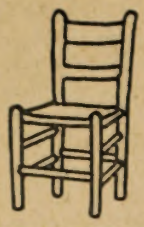

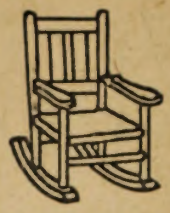

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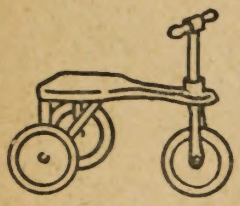
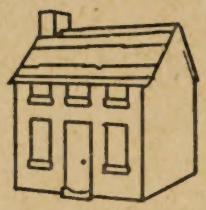
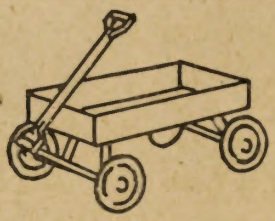
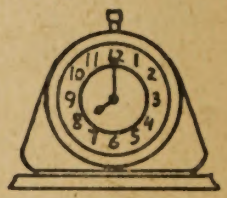

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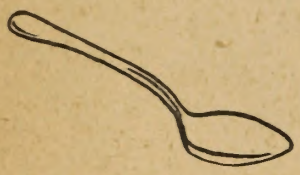
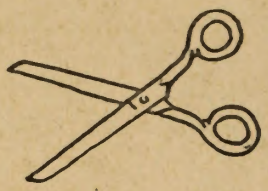
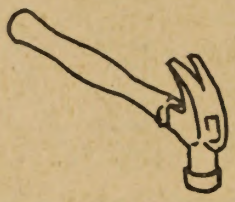
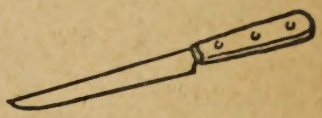

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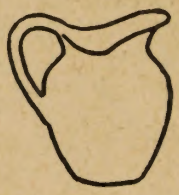
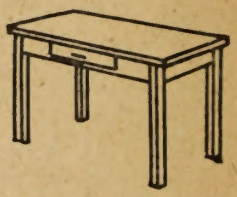

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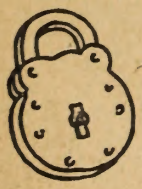

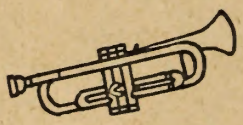
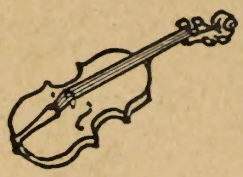

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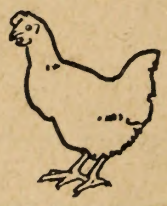
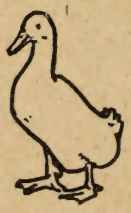


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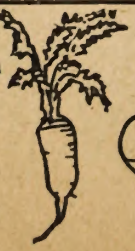
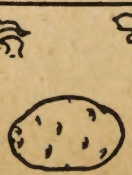
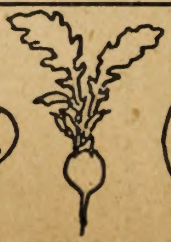


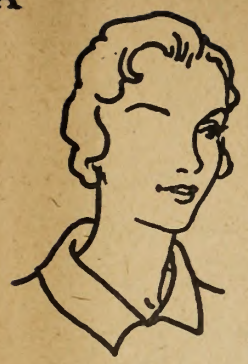



Score . . . . . .

Test 5

A



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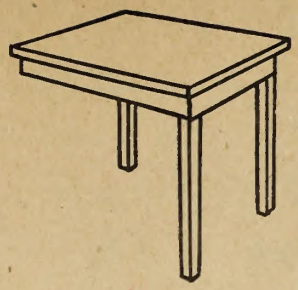

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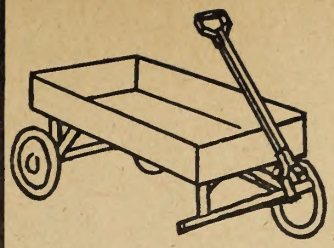

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4

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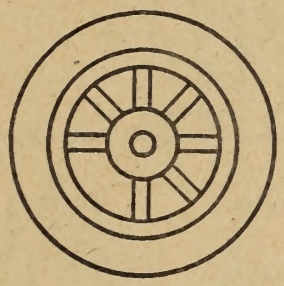

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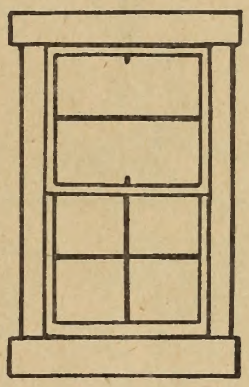

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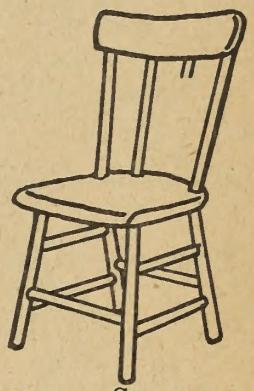


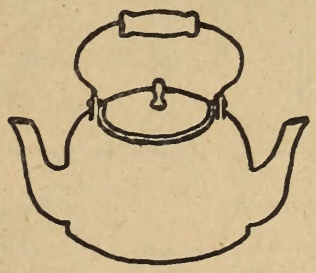
Score .....

Test 6

A

1

2



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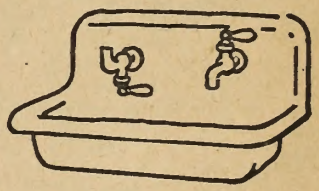

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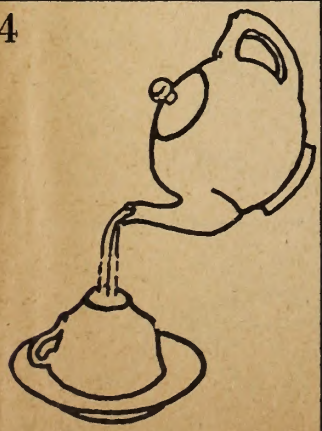

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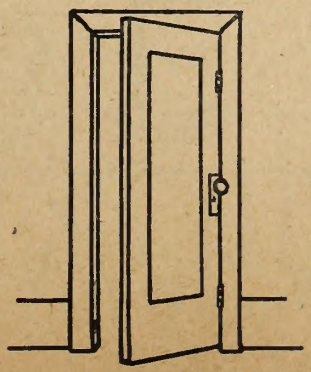


6

7

Score .....

Test 7

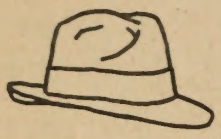
A

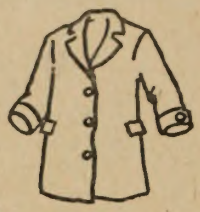
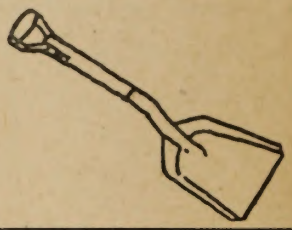


1



2



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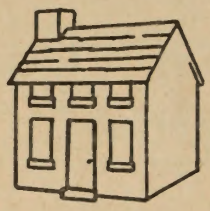

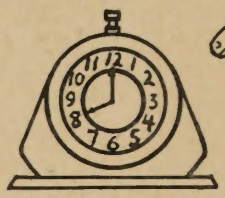
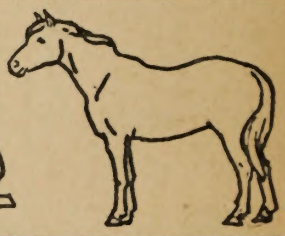

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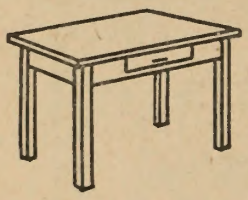


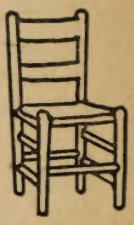

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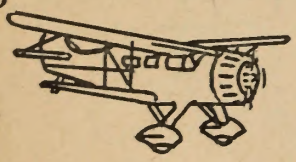

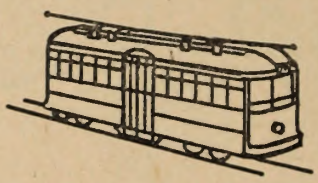
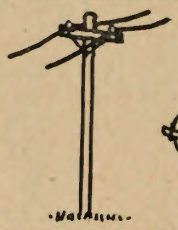
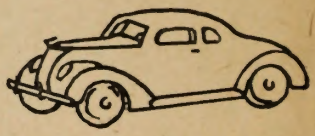

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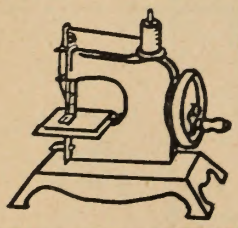
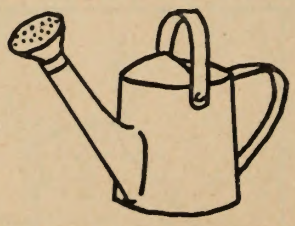
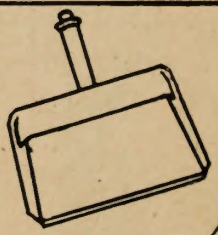
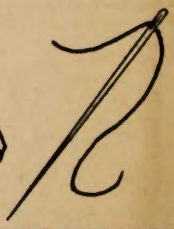



7



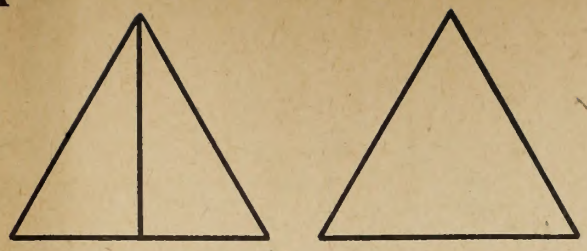




Score .....

Test 8

A



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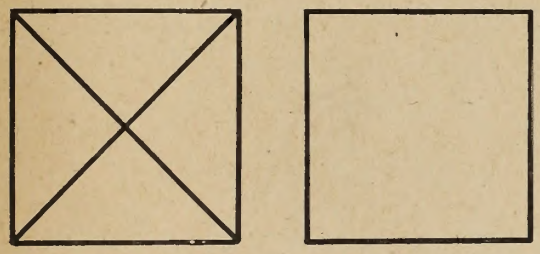
2



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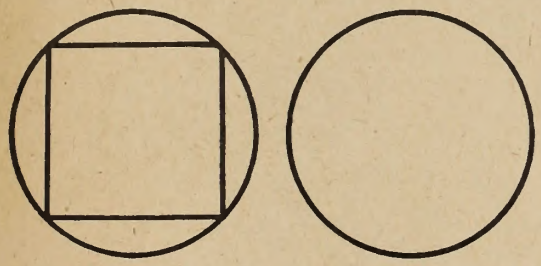

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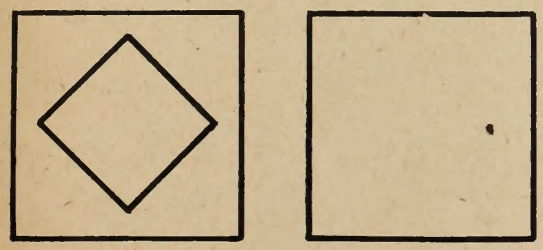

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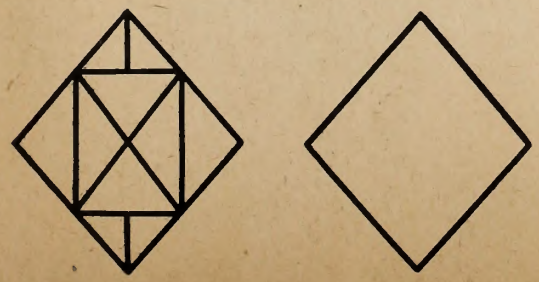
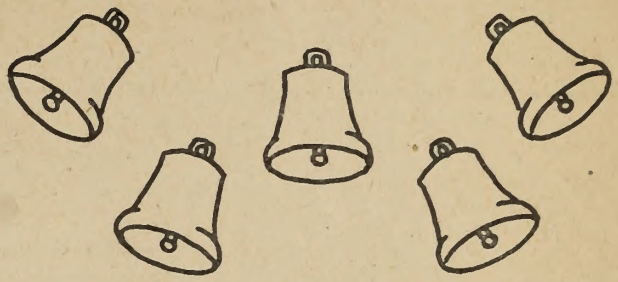
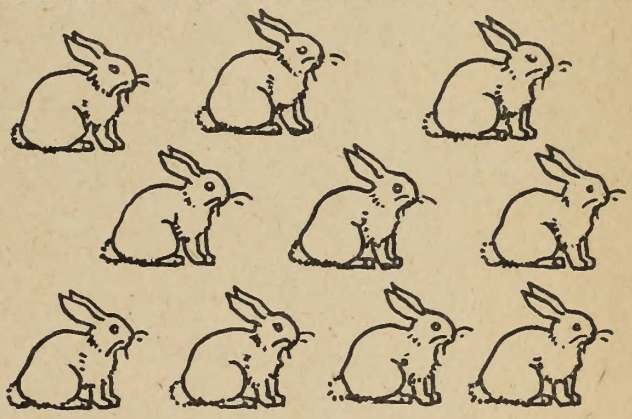


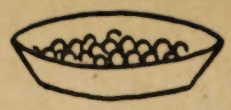
Test 9





Test 10

A



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2

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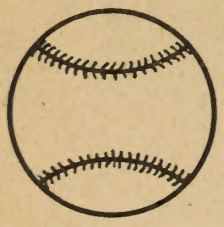

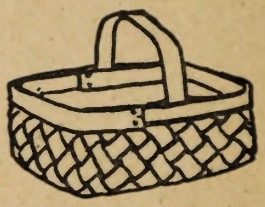

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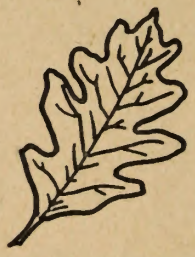

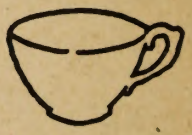

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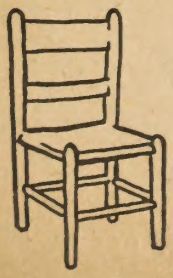

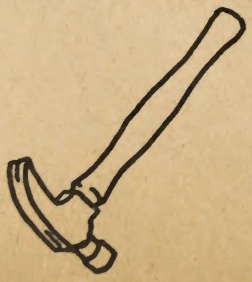

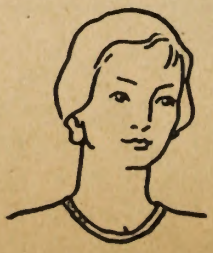

Score . . . . . .

Ed.

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Sullivan, C.M.D.
1946

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